

Harrison Township Parent Math Night



New Curriculum Resources Grades K-6



enVision Mathematics

***enVision* Common Core (K–12) received
top honors for supporting students of all levels.**



Envision Math 2020 is a comprehensive mathematics curriculum that provides the focus, coherence, and rigor of the New Jersey Math Standards

Step 1: Problem Based Learning

- Understand concepts to solve real-world math
- Students process and think independently
- Promotes productive struggle
- Small group interaction to practice effective communication ✕

Name _____

Solve & Share

Mrs. Darcy saved ten \$100 bills.
How much money did Mrs. Darcy save?

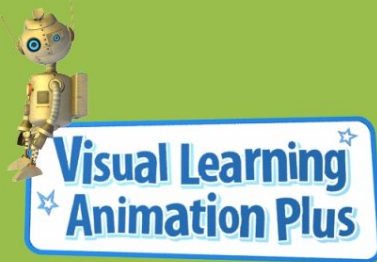
You can **use reasoning** in solving a problem. Think about what you know about ten \$10 bills to help you find how much money you would have if you had ten \$100 bills.

Lesson 1-1
Numbers Through One Million

I can ...
read and write numbers through one million in expanded form, with numerals, and using number names.

I can also reason about math.

Look Back! How did you decide how many zeros you needed to write in your answer?



00:03 / 02:51

One set of cube trains shows $7 + 8$ and the other shows $7 + 9$. These trains are almost the same as the trains that show $7 + 7$. The difference is the blue cubes.

$$7 + 8$$



$$7 + 9$$



02:08 / 02:51

Step 2: Visual Learning

- Models introduced for better understanding
- Visualize to solve problems
- Animation and student book



What Are Some Ways to Write Numbers to One Million?

Baseball Attendance

The graph shows the attendance at a ballpark over one year. Write the total attendance in expanded form and using number names.

Place value is the position of a digit in a number that tells the value of the digit.

356,039

300,000
50,000
6,000
30
9

One Year

The place-value chart shows periods of three places, starting at the ones period from the right and including the thousands and **millions** period. Each **period** is separated by a comma and has three place values: ones, tens, and hundreds.

Each digit in 356,039 is written in its place on the chart. **Expanded form** shows the sum of the values of each digit.

Expanded form: $300,000 + 50,000 + 6,000 + 30 + 9$

Number name: three hundred fifty-six thousand, thirty-nine

Notice the comma separates the periods when the number name is written.

Guided/Independent Practice & Practice Buddy

Name _____



Another Example!

21,125 can be expanded and written in different ways.

$$20,000 + 1,000 + 100 + 20 + 5$$

$$21,000 + 100 + 25$$

$$20,000 + 1,100 + 20 + 5$$

Every form is equal to 21,125.



Guided Practice

Do You Understand?

- What do you notice about the comma in the number on the previous page?
- Write an example of a number that would include 2 commas.

Do You Know How?

- Write 7,320 in expanded form.
- Write 55,426 using number names.
- In a recent year, 284,604 fans attended the hockey playoffs in Chicago. What digit is in the thousands place in 284,604?

Independent Practice

For 6–8, write each number in expanded form.

6. 7,622 7. 294,160 8. 43,702

For 9–11, write each number name.

9. 1,688 10. 331,872 11. 44,444

Problem Solving

12. Letitia wrote one thousand, two hundred four in a place-value chart. What mistake did she make?



13. **Reasoning** In 2016, the world's oldest tree was 5,066 years old. Write the number that is one hundred more using number names.
14. Jessica wants to buy a new team jacket that costs \$35. If Jessica saves \$5 a week for 4 weeks and \$4 a week for 3 weeks, will she have enough money to buy the team jacket? Explain.
15. **Vocabulary** Drew wrote the following sentence: "A period is a group of any 3 three digits in a number." Do you agree with Drew? If not, how would you correct him?
16. **Higher Order Thinking** Two numbers have the same digit in the millions period, the same digits in the thousands period, and the same digits in the ones period. Do these two numbers have the same value? Explain.

Assessment Practice

17. Wallace writes the number 72,204 in a place-value chart. Select the places that will be filled on the chart.
- ☐ Ones
☐ Tens
☐ Thousands
☐ Ten thousands
☐ Hundred thousands
18. Select all that are equal to 96,014.
- ☐ 96,000 + 10 + 4
☐ 90,000 + 60,000 + 10 + 4
☐ 90,000 + 6,000 + 4
☐ 90,000 + 6,000 + 10 + 4
☐ 96,000 + 14

Name _____



Set A

pages 5–8

Use a place-value chart to write 301,400.

Expanded form: $300,000 + 1,000 + 400$

Number name: three hundred one thousand, four hundred

Remember that each period has hundreds, tens, ones, and the period name.

Write each number in expanded form and using number names.

1. 7,549

2. 92,065



Set B

pages 9–12

Practice Buddy

- Complete the doubles fact. Use the doubles fact to solve the near double.
Enter the correct numbers.

= 5 + 5

= 5 + 6

Done

Step 3: Assess and Differentiate

- Quick Check for Understanding
- Reteach to Build Understanding
- Enrichment Challenge

Name _____

Reteach to Build Understanding
8-1

Vocabulary

1. A **fraction** is a symbol used to name part of a whole. The **numerator** represents the part of the whole. The **denominator** represents the total number of equal parts in one whole.

Label the parts of the fraction.

$\frac{1}{2}$ ← _____

$\frac{1}{2}$ ← _____

2. **Equivalent fractions** name the same part of the same whole.

Shade each figure to show that $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

$\frac{1}{2}$

$\frac{2}{4}$

3. You can use an area model to find equivalent fractions. The area model is divided into 3 equal parts. What is the missing numerator?

Shaded parts →

Total parts → $\frac{\quad}{3}$

4. The dashed line divides the same area model into 6 equal parts. What is the missing numerator?

Shaded parts →

Total parts → $\frac{\quad}{6}$

5. When the area model is divided into thirds, the shaded part represents ____.

When the area model is divided into sixths, the shaded part represents ____.

Since the same part of the whole area is shaded in both models, ____ and ____ are equivalent fractions.

On the Back!

6. Draw an area model for $\frac{3}{4}$. Write an equivalent fraction for $\frac{3}{4}$. Show the equivalent fraction on your model.

Name _____

TOPIC 1
Assessment Practice

1. Choose all the numbers that round to 100,000 when rounded to the nearest hundred thousand.

☐ 9,999

☐ 89,006

☐ 109,999

☐ 119,999

☐ 999,999

2. Which symbol makes the comparison true? Write >, =, or < in the \bigcirc .

111,011 \bigcirc 110,111

< > =

3. Write three numbers that round to 40,000 when rounded to the nearest ten thousand.

4. John wrote the numbers 678,901 and 67,890. How many times greater is the value of 7 in 678,901 than the value of 7 in 67,890?

(A) 10,000

(B) 1,000

(C) 100

(D) 10

5. Look at the numbers in the table.

375,595
545,150
378,658

Which number has one digit that represents ten times the value of the digit to its right? Explain.

6. Write the number for 160,060 in expanded form and using number names.

Topic 1 | Assessment Practice

29


Name _____

Enrichment
1-2

Double Up


Count the items. Solve and write the addition fact.

1. Jacob wants to put the same number of apples on each platter. Draw the apples Jacob will put on each platter.




_____ + _____ = _____

2. Luz wants to put the same number of flowers in each flower box. Draw the flowers Luz will put in each box.



_____ + _____ = _____

3. Elena wants to put the same number of cups on each table. Draw the cups Elena will put on each table.



_____ + _____ = _____

E14

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3-ACT MATH PREVIEW

Math Modeling

Page Through

Before watching the video, think:
Last week, I read an entire book in one sitting. I could not put it down. How long is your reading list? Do you think this pile will take me a year to read? Time to get started.

I can ...
model with math to solve a problem that involves rounding, estimating, and computing with whole numbers.

4 Topic 1 | 3-Act Math Preview

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3 Act Math Lessons

- Highly Engaging
- Reasoning
- Problem Solving

Act 1 pulls students into a problem with a real-world scenario.

Act 2 lets them try multiple ways to solve it,

Act 3 is the big reveal, letting students present their work, discuss mistakes, and check out results.

Pick a Project Students explore and complete interesting projects— it's motivating because THEY choose!

- Varied contexts (what interests students)
- Varied modalities (how students like to work)
- Varied final products (what students like to create)

Name _____

Pick a Project

PROJECT 1A

How many bones are in your body?

Project: Make a Bones Poster



PROJECT 1B

Would you like to be a construction manager?

Project: Design a Building



PROJECT 1C

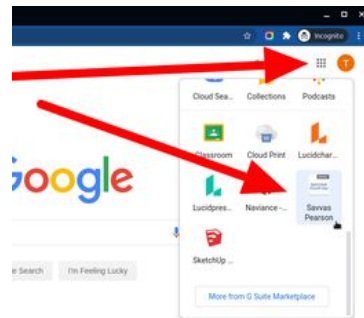
Which stadium is your favorite?

Project: Create a Stadium Model



Logging in to Savvas

- ✗ Student log into their school Google account
- ✗ Through the Google Grid or “Waffle” on the homepage
- ✗ Scroll down and select Easy Bridge



SAVVAS EasyBridge

Find Resources Here to support your student



What is IReady Video

Fridge Tips for Tracking Progress

What to Look for & What to Ask

Help track and celebrate your student's progress by regularly reviewing their i-Ready My Progress page with them. Use the map and prompts below to help.

1 My Progress:

Direct your student to the My Progress section to see all their lesson stats.

2 Time-On-Task:

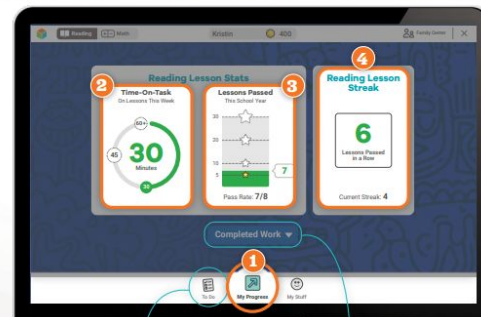
How much time has your student spent on lessons this week?

3 Lessons Passed:

- How many lessons has your student passed?
- How did this number change from last week?

4 Lesson Streak:

- What is the greatest number of lessons your student has passed in a row this school year?
- How many lessons has your student passed in a row most recently (i.e., current streak)?



To Do:
See upcoming personalized lessons for your student.

Completed Work:
See how your student has done on each lesson.

For more information and resources about:

- Assessments and digital lessons, visit ReadyCentral.com/FamilyCenter
- Your student's mathematics curriculum, visit ReadyClassroomCentral.com/FamilyCenter

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Thanks!

Any questions?

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